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which has been thought to belong only to the philologist, is here treated in such a way as to emphasize its living value not only in relation to the origin of the drama itself, but also to life and thought of the English people of the middle ages.

The volume is made up of lectures first delivered at the Summer school at Colorado Springs, and later embodied in chapters on Latin Passion Plays, Miracle Plays (three chapters), and Moralities. These are followed by an appendix, containing valuable reference material. No one can read the chapters on the Miracle Plays, especially, without perceiving that there was the germ of dramatic genius in the English people, long before Shakespeare and his great contemporaries; that the flowering of the drama in the Elizabethan age was in some true sense due to the seed sown broadcast in England through the preceding centuries. For this reason especially the book is to be recommended to those who usually begin their study of the drama with Shakespeare, and regard his genius as a spontaneous outburst of dramatic power.

Oliver Farrar Emerson.

Cornell University

NOTES

The Magazine of Poetry (Buffalo: Charles Wells Moulton.) devotes the January number to the Poetry of Buffalo. The mechanical execution of the magazine is admirable and the contents, while this number is of particular interest to residents of Buffalo, contain a great deal of poetry of high value.

Ginn & Co. announce for April *Selections from the Poetry and Prose of Thomas Gray*, edited with introduction and notes by Wm. Lyon Phelps, A. M. (Harvard), Ph. D. (Yale), instructor in English literature at Yale college. This volume of Gray will be especially useful in schools and colleges.

Mr. Caleb S. Bragg, managing director of the American Book Company at New York, while on his way from that city to his old home in Cincinnati, on March 7, died in the train before reaching Pittsburg. In the death of Mr. Bragg, the American Book Company sustains an irreparable loss and the school book publishers of the country lose one of their best known, oldest, and most respected members.

White's *Manual for Fourth Year* (American Book Co., 50 cents) is a very attractive little book. It forms part of White's *New Course in Art Instruction*. The book is artistically made, and we should say sensibly, too. The divisions treated are Geometric Drawing, Decorative Drawing, Pictorial Drawing, Ap-

plications in Making Useful Objects, Blackboard Illustrative Sketching. The chapter on Applications in Making Useful Objects is not the least valuable and interesting. Teachers and students are likely to give the book a hearty welcome.

We note with pleasure the appearance of the second edition of Laurie's *Lectures on Language and the Linguistic Method in the School* (New York, Macmillan & Co.). The book has been revised, and certain changes made to adapt the work better for use as a textbook. A chapter on teaching French has been added. The book is characterized by the sound scholarship and ripe wisdom that has put Professor Laurie in the very front rank of writers on educational topics. It is one of the few books, probably pre-eminently the book, that every language teacher should read, digest, and keep on his table for frequent consultation.

The Regents' *Bulletin No. 16*, containing the Secretary's Report for 1892, and *Bulletin No. 22*, containing the report of the Thirty-first University Convocation of the State of New York, July 5-7, 1893, have come too late for an extended review this month. Reserving some important features for further treatment, we can only say that the Secretary's Report is such a clear and succinct account, as only Mr. Dewey can give, of a year's work of one of the greatest existing educational organizations. The Report of the Convocation has long ranked as perhaps the most valuable single educational publication of the year. The meeting last July was of exceptional interest, and the present report contains a large amount of pedagogical literature of the utmost value.

The interest of several physical geographers, who have been trained on the geological side, in improving the quality of geographical teaching in the secondary schools, is seen in the lectures to teachers announced in different cities. Last fall, a field lecture on *Physiography* was given to the teachers of the public schools in Washington, by Mr. Bailey Willis, of the U. S. Geological Survey. A series of four lectures is now in progress in Providence by Professor W. M. Davis, on the use of the state topographical map, with which all the schools of Rhode Island are provided. Announcement is made of a series of illustrated geographical lectures in Washington, by Mr. G. K. Gilbert, also of the Geological Survey. These efforts should have some effect in the schools of their localities.

We have examined with much interest the first number in the series of *Translations and Reprints from the Original Sources of European History*, published under the direction of the department of history of the University of Penna. (Edward P. Cheney, editor; orders to be sent to Dana C. Munro. \$1.00 a year, 15 cents each number.) The strongly bound pamphlet of fifteen pages contains a number of interesting original documents relat-

ing to the Early Reformation Period in England. It would seem as though there could hardly be a better way of arousing interest in a class in history, and stimulating a true historical spirit than by the use of these pamphlets. Some of our most successful teachers have for some time been following this plan, but at great cost of time and money. This series of reprints ought to serve these by relieving them of much of the expense, and make possible the wider introduction of the method in schools where it has not up to this time been introduced.

The executive committee of the N. E. A., to whom was delegated authority to choose the place for meeting in '94, selected Duluth, Minn.—conditional upon obtaining the usual railroad rates. The committee regret to announce that the Western Passenger Association, after repeated attempts to secure concurrent action, has finally declined to extend the limit of return tickets beyond July 16th. This makes a meeting in Duluth impossible. Invitations from Portland, Me., Boston, Mass., and Asbury Park, N. J., are under consideration. Asbury Park, at present date, leads in assurances of favorable railroad rates and other advantages. A decision will be reached and announced at the earliest possible date. The publication of the *Volume of Proceedings of the World's International Congresses of Education* has been delayed by the unusually large amount of matter to be edited and by the translation of papers presented in foreign languages. The volume, which promises to be the most valuable ever published by the N. E. A., is now in press and will be issued in April.

The Public School System of the United States by Dr. J. M. Rice (New York, The Century Co., 1893,) has been long enough before the public for nearly every one to have a fairly strong opinion of its quality. If the book were put on trial—and there are some, perhaps, who would not sacrifice themselves too far to prevent such an ordeal—there might be difficulty in securing twelve good men and true who would do justice and have mercy as jurymen of suitable ignorance. Dr. Rice's style is admirably suited to rouse antagonisms. One seldom finds a more obvious chip than the one he carries on his shoulders. But we should not be surprised if he did it on purpose, and gained just the end he sought. The book has something of the tonic effect of a cold shower bath, perhaps, and is therefore a bit unsettling to those none too strong. It will shock the habit of unadulterated self complacency which is the curse of all progress. The teacher who can keep cool by omitting the pointed personalities directed at the teaching profession, and simply read the book as a record of intelligent observation, will get many valuable hints. Any intelligent man's experience in such a large number of schools, faithfully recorded, must be useful.